

Iowa CASA Advocate Pre-Service Training

Iowa Child Advocacy Board

Module 6
Putting It All Together

In-Person



Learning Outcomes:

- Identify the characteristics of an effective court report.
- Demonstrate how to appear in court.
- List the steps for monitoring a case.

Agenda

1. Welcome, Introduction, Learning Outcomes and Ground Rules
2. Court Report
3. Appearing in Court
4. Monitoring a Case
5. Local Resources
6. Policy & Procedures Manual / Letter of Acknowledgement
7. Advocate Support
8. Summary, Evaluation and Final Instructions



Introduction

This pre-service training continues to provide you the opportunity to acquire the skills, knowledge, and attitudes needed to be an effective CASA Advocate for children.

The purpose of today's session is to expand upon the skills practiced during your two-day training. From the notes you have acquired on your Advocate Case Action Plan and from the Myers Case Study, we will outline the court report. Because our reports are written prior to court hearings, we will then discuss and practice the basics of court appearances. Additional skill practice will be provided on the continued monitoring of a case.

Elements of an Effective Court Report

The CASA court report is one of the most essential aspects of your work as an Advocate. The court report is the Advocate's primary tool in effectively communicating the child's perspective and best interest. Using a standard report format also ensures professionalism, consistency and objectivity.

Keys to a Successful Report

- The 3 C's: Clear, Concise, Complete
- Child focused
- Current, first-hand, factual information
- Concerns based on Information
- Recommendations based on Concerns

Court reports provide visible documentation of an Advocate's involvement. Court reports that provide visible documentation of an Advocate's involvement and that are presented in a consistent format increase a CASA Advocate's ability to effectively advocate for the child.

The facts stated throughout the report are the foundation of the CASA Advocate's recommendations. The facts stated throughout the report should be specific and descriptive. A report written from an honest and objective view can eliminate defensive attitudes and ease implementation of the volunteer's recommendations.

Judges rely on the information in CASA court reports as they make their decisions. You will submit reports before court hearings. Your recommendations will not only address concerns, but also address custody, placement, services and concurrent planning. The CASA court report provides a way to systematically organize pertinent information and give the court a clear mental image of the child's situation.

CASA Report Fundamentals

Heading	<ul style="list-style-type: none">▪ Hearing type (Dispositional, Review, Permanency, Termination of Parental Rights)▪ Hearing Date and Time▪ Name of Coordinator, Coach, Advocate▪ Child(ren)'s Name, JVJV#, Date of Birth, Age▪ Date of Report
Reporting Period	<ul style="list-style-type: none">▪ Date from CASA appointment for 1st report or from date of last CASA report▪ Chart contacts made or attempted during the reporting period
Current Placement	<ul style="list-style-type: none">▪ List the current placement for each child
Assessment	<ul style="list-style-type: none">▪ Summary of contacts and current status of the parties:<ul style="list-style-type: none">✓ Each Child✓ Mother✓ Father✓ Other Parties (DHS, Attorneys, Providers, Therapists, Foster Family, Teachers, etc.)
Strengths	<ul style="list-style-type: none">▪ List current strengths of the child(ren) and family
Concerns	<ul style="list-style-type: none">▪ List current concerns for the child(ren) and family based on the facts presented
Recommendations	<ul style="list-style-type: none">▪ List recommendations related to concerns▪ Regarding:<ul style="list-style-type: none">✓ Court involvement✓ Placement✓ Visitation✓ Services✓ Parental compliance✓ Other significant issues

Helpful Hints on Report Writing Assessments

Consider the following issues:

For Children

- Current Placement: description of any changes (type of placement and reason for change)
- Education: including pre-school or Early Head Start
 - What grade and school do they attend?
 - Do they have an IEP or other services at school?
 - How is the child doing academically and socially?
 - How is the child's attendance?
- Mental Health:
 - Does the child have any behavioral issues?
 - Is the child receiving therapy? If so, how often, with whom, and what type?
- Medical/Dental:
 - Date of last appointment, current health status, and developmental issues
 - Any issues identified by doctors/dentists that may need to be addressed?
 - What services are being provided to deal with any issues?
- Additional Services:
 - Transition to adulthood issues, independent living skills
- Visitation: with parents, siblings, or other connections
 - How often does the child see them and in what circumstances (length of visit, location, supervised or unsupervised)?
 - What are the child's interactions like during visitation?
- Child Personal Statements:
 - Has the child expressed any wishes or concerns?

For Parents

- Current status: residence, employment
- Participation in services: type of service, who provides, attendance, progress
- Contact with the children
- Progress or lack of compliance with case plan goals and court ordered requirements
- Overall observations of appearance, demeanor, behavior

For Other Parties:

Include statements from others involved with the family, including:

- Caretakers (relatives, foster parents, etc.)
- Service providers
- Therapists
- Teachers and daycare providers

Permanency Worksheet

1. Is it likely for the children to be returned home immediately or within the next six months?
If not, why is it not in the child's best interest to return home?
2. Should legal guardianship with a relative or some other suitable person be established?
If so, what rights and responsibilities should remain with the parents?
3. Should adoption be pursued? If so, are there any barriers to the children's adoption?
4. Should the children remain in the current placement or be placed in another living arrangement? Why?
5. If there has already been one or more permanency planning hearings, has DHS made reasonable efforts since the last hearing to implement the permanent plan for the children?
6. Is there any other information the court should have in order to make this decision?
7. Have the children been in placement outside the home for 15 of the most recent 22 months?
8. Is there any reason that the filing of a petition for termination of parental rights is not in the best interest of the children?

Editing the Court Report Checklist



Composition of Report

- ___1. The advocate included comments in all prescribed sections of the report template provided. (Questions in their report template are a guide; advocates do not need to answer each one.)
- ___2. The report is in narrative form, no bullet points.
- ___3. The Assessment section contains only facts and observations about each person in the case since last report.
- ___4. The Strengths comments pertain to child, parents, and other parties.
- ___5. The Concerns section contains statements based on the facts/observations in the body of the report.
- ___6. The Recommendation section contains statements based on the facts of the Assessment Section and Concerns.
- ___7. The Persons Contacted section contains a list of persons of interest interviewed since the last report.
- ___8. The CASA is consistent in the use of “I” or “this CASA” throughout the report.
- ___9. Sentences are complete.
- ___10. Sources of information are identified.
- ___11. Facts are presented objectively and factually. Judgmental statements are absent.
- ___12. Information is well organized
- ___13. The report is child centered.

- ___14. After reading the report, the reader has a good mental picture of the situation, accurate information on the current status and the advocates concerns and recommendations.

Spelling, Grammar, Punctuation, Capitalization

- ___1. There are no misspelled words in the report because the advocate used “spell check” on the finished report.
- ___2. There’s subject-verb agreement, complete sentences, proper tense of verbs, appropriate punctuation and capitalization throughout the report.
- ___3. For each acronym, the advocate wrote out the words the first time the writer used the acronym and then used just the acronym throughout the report.
- ___4. The advocate used the “active” voice rather than the passive voice throughout the report.
- ___5. The advocate avoided use of quotation marks and contractions and didn’t leave anything dangling. If quotations are used, double check that they are accurate in word and citation.
- ___6. Sentences are reasonable and varied in length. Sentences are concise, using the fewest number of words needed to describe the action or occurrence. Information that is extraneous is removed.
- ___7. Contractions and abbreviations are avoided.
- ___8. There is consistency throughout the report on names and titles used for all parties. The spelling of names is double checked.
Capitalization of names and titles is double checked.
- ___9. Appropriate courtesy titles are used. (Ms., Mrs., Mr., Dr.)

- ___10. Common error locations are proofed: Near beginning or endings of lines; near the bottom of a page; in number combinations; in proper nouns; in long words.
- ___11 Common mistakes are proofed: Transposing letters within a sentence or within one word; Omission of one letter in a pair of doubled letters; Substituting one small word for another or doubling small words. (if, in, as, by, be)

Appearing in Court

Remember the Basics:

- Be at court 15 minutes early.
- Bring a copy of your written report.
- Prepare beforehand.
- Have the facts in order.



Ten Commandments for Witnesses

1. **TELL THE TRUTH.** Testify accurately about your first-hand information.
2. **DO NOT GUESS.** Simply state you do not know the answer.
3. **BE SURE THAT YOU UNDERSTAND THE QUESTION.** You may ask the attorney to repeat the question if you did not understand.
4. **TAKE YOUR TIME AND ANSWER ONLY THE QUESTIONS ASKED.** Think and formulate your answer before speaking. Do not elaborate unless asked to do so.
 - a. If something is objected to by an Attorney, stop answering until the Judge decides if your remarks will be allowed.
 - i. If the objection is sustained, the question cannot be asked or answered.
 - ii. If the objection is overruled, the question continues and you may answer.
5. **DO NOT GIVE AN OPINION UNLESS IT IS REQUESTED OF YOU.** It is acceptable to say, "It is my assessment that..." Just be prepared to back up your assessment (opinion) with facts from your report and investigation.

6. BEWARE OF QUESTIONS INVOLVING TIME AND DISTANCE.

Clarify if you are estimating.

7. SPEAK UP WITH A FIRM VOICE AND GIVE AN AUDIBLE ANSWER. Remember everything you say is being recorded.**8. BE COURTEOUS AT ALL TIMES.** Using proper decorum gives respect to the court.**9. MAINTAIN A SERIOUS, PROFESSIONAL DEMEANOR AND ATTITUDE.** Court is a serious time, especially for the family and children.

- Dress professionally.
- Avoid joking and laughing.
- Maintain good eye contact with the person questioning you.
- Keep good posture, carry yourself well, be attentive in your seat, be relaxed, and appear confident.
- Do not chew gum or mints while on the witness stand. You may ask for water if your throat becomes dry.
- Keep your hands from fidgeting so as not to be distracting. Keeping one hand in your lap may help.

9. ALWAYS BE PREPARED TO TESTIFY.

Testifying in Court Questions



1. Please raise your right hand. Do you swear or affirm that the testimony you are about to provide is the truth?
2. Please state your name for the record and spell your last name.
3. What is your relationship to these children?
4. How long have you been involved with this family?
5. What are your responsibilities as a CASA Advocate?
6. What are the requirements to be a CASA Advocate?
7. What training did you receive to be a CASA Advocate?
8. Have you prepared for today's hearing?
9. Have you made recommendations to the court as part of your report?
10. What are your recommendations?
11. What is the basis for your recommendations?
12. When is the last time you observed the mother and children?
13. Have you received training in regard to permanency?

Testifying in Court Answers

1. I do.
2. Miki (M-i-k-i) Getz (G-e-t-z).
3. I am the Court Appointed Special Advocate for the children.
4. October 12, 2006.
5. To do an independent assessment of the case, make reports to the court, and monitor the case. I make recommendations to the court regarding the best interest of the children.
6. A belief in a child's right to a safe and nurturing environment. Willingness to devote the time necessary to assess and monitor the case. Ability to be objective.
7. Thirty (30) hours of pre-service training to learn about the child welfare system, the dynamics of abuse and neglect, and the CASA advocate's role. National CASA standards also require twelve (12) hours of continued training annually. We are provided with in-service trainings and various options for independent study.
8. Yes.
9. Yes.
10. In the best interest of these children, I made the following recommendations:
 - a. That the temporary care, custody and control of the children remain with the IDHS for continued family foster care placement for Shiloh and continued residential treatment placements for Jackson and Aubrey.

- a. That a six-month extension to the reunification goal be granted as Jackson and Aubrey remain in treatment programs at this time and more time is needed to work on reunification of all the children with their mother, Amanda Myers.
 - b. That interactions between Amanda and Shiloh be increased at the discretion of the IDHS, CASA, and GAL/children's attorney.
 - c. That interaction for Shiloh and her siblings be provided at their treatment centers.
 - d. That Amanda maintains employment; consistently participates in 1:1 or group therapy; continues to participate in Aubrey and Jackson's treatment program through telephone sessions every two weeks; refrains from criminal activity; and participates in a consumer credit counseling program for budgeting and finances through the Help Center.
 - e. Finally, that DHS continue to explore relative placement options as part of concurrent planning.
11. Since appointed, I have visited the three children on a monthly basis. I have also maintained contact with the children's mother, caseworker, provider, therapists, and teachers. My recommendations are based on my observations and assessments of the professional's reports.
12. I last met with each of the children individually earlier this month. I most recently met with Amanda Myers on May 21, 2007, at her residence.
13. Yes. It is unhealthy for children to remain in a state of limbo as it is important for children to find stability. However, it is also traumatic for children to be separated from their families. In Iowa, permanency should be addressed six months after removal for children 0-3 years of age, and twelve months after removal for children 4 years of age and older.

Monitoring Responsibilities

Conduct follow-up investigations to ensure that court orders are being properly executed:

- a. Review the court orders.
- b. Visit the child monthly and maintain sufficient contact with parents, relatives, foster parents, and agency personnel to determine if court orders are being properly executed.
- c. Verify accuracy of information gained during follow-up investigation.
- d. Notify staff and the attorney for the child if the orders of the court are not being properly executed.
- e. Contact those who are responsible for carrying out court orders to address noncompliance.
- f. Prepare for each hearing by writing reports on case plan progress and compliance with court orders.

Report when the needs of the child are not being met:

- a. Identify facts and changes in situation that may necessitate the case's return to court.

Protect and promote the best interest of the child until formally relieved of the responsibility by the court:

- a. Regularly monitor the child in his/her home setting to evaluate appropriateness of placement, determine whether the child is receiving court-ordered services, and identify any unmet needs.
- b. Determine if additional services are needed for the child.
- c. Identify facts and changes in the situation that may necessitate the case's return to court.

Monitoring Activity

Child Well-Being Goal:

Myers children will learn skills to help them cope with their mother's lack of parenting and high expectations. Jackson will learn coping skills to better manage his anger and physical aggression.

Steps: Who does what, where and when	Date Modified	Date Completed
1. Jackson will participate in individual therapy.	4/13/07	
2. Aubrey will participate in individual therapy.	4/13/07	
3. The family will participate in FSRP services.	4/13/07	
4. Kidz Connection will provide FSRP services.	4/13/07	
5. School attendance will improve for all children.	4/13/07	
6. Jackson will receive medication management.	4/13/07	

Parental Capabilities Goal:

For Amanda to learn more appropriate parenting and supervision skills and to not rely on alcohol and gambling as a way out of addressing her "problems".

Steps: Who does what, where and when	Date Modified	Date Completed
1. Amanda Myers will complete gambling/substance abuse education classes at Merle H Recovery Center.	10/13/06	
2. Amanda Myers will attend individual therapy at WLMH. She will take her prescribed medications on a consistent basis.	4/13/07	
3. Amanda Myers will attend anger management classes.	4/13/07	
4. Amanda Myers will cooperate with a psychosocial evaluation.	10/13/06	
5. Amanda Myers will cooperate with the terms of her probation. She will refrain from all criminal activity.	4/13/07	

Home Environment Goal: Amanda will learn to budget her money and provide for her children's basic needs including safe and stable housing.

Steps: Who does what, where and when	Date Modified	Date Completed
1. Amanda Myers will gain employment.	4/13/07	
2. Amanda Myers will maintain an appropriate home. She will not allow inappropriate family individuals around the children.	4/13/07	

Statewide Referral Numbers

(All numbers are available 24 hours a day/ 7days a week unless otherwise noted.)

Information: 211 or www.211.org (United Way Information & Referral)

Foundation 2 Crisis Line: 800-332-4224

Foundation 2 Crisis Center provides trained, compassionate telephone counselors to assist anyone in Iowa dealing with a crisis. A crisis can be about anything – suicide, divorce, serious illness, problems with friends or family, financial stresses, or substance abuse struggles. Or it could be a series of smaller problems that have compounded and become overwhelming.

Iowa's Child and Dependent Adult Abuse Hotline: 800-362-2178

Iowa COMPASS: 800-779-2001 or www.iowacompass.org

Iowa COMPASS is Iowa's information and referral service for people with disabilities, their families, service providers, and other members of the community. Iowa COMPASS maintains information on over 5,500 local, state, and national agencies and programs. Phone line is available 8 a.m. to 5 p.m. Monday through Friday.

Iowa Concern: 800-447-1985 or www.extension.iastate.edu/iowaconcern

Iowa Concern is a program of the Iowa State University Extension service. By calling Iowa Concern, you have access to an attorney for legal education, stress counselors, and Information and referral services for a wide variety of topics. The website features an extensive database for legal, finance, crisis and disaster, and personal health issues. The web site is also the link to Iowa Concern's Live Chat service.

Iowa Domestic Violence Hotline: 800-942-0333

When calling from anywhere in Iowa, the hotline puts domestic abuse survivors or others affected by domestic violence in immediate contact with a trained advocate who can: Provide crisis counseling; Provide information and education about domestic abuse issues; Refer callers to the domestic violence project in their area of the state.

Iowa Drug and Alcohol Help Line: 866-242-4111 orwww.drugfreeinfo.org

This is your first call in Iowa for substance abuse and gambling information, and referrals to treatment facilities and crisis counseling.

Iowa Foster and Adoptive Parents Association (IFAPA):800-277-8145 or www.ifapa.org

IFAPA provides resources, referrals, and peer support to foster, adoptive, and kinship families throughout Iowa 8 a.m. to 5 p.m. Monday through Friday.

Iowa KidsNet: 800-243-0756 or www.iakids.org

Iowa KidsNet responds to crisis calls from foster, adoptive, and kinship families 24/7.

Iowa Legal Aid: 800-532-1275 or www.iowalegalaid.org

Iowa Legal Aid provides free legal help with civil law problems for eligible low-income Iowans.

Iowa Protection and Advocacy Services: 800-779-2502 orwww.ipna.org

Iowa Protection and Advocacy Services is a program that will protect and advocate for the human and legal rights that ensure individuals with disabilities and/or mental illness a free, appropriate public education, employment opportunities and residence or treatment in the least restrictive environment or method and for freedom from stigma. IPAS will support people with disabilities to secure their rights and full participation as citizens through a program of self advocacy education, information and referral, non-legal advocacy, and legal and systems advocacy.

Iowa Respite and Crisis Care Coalition (IRCCC): 515-309-0858 orwww.irccc.com

IRCCC links families and respite providers, provides funding for respite, provides information on crisis respite programs throughout Iowa. The office is open during regular business times, but the website has extensive information on programs in the state.

Iowa Sexual Abuse Hotline: 800-284-7821

Trained advocates provide free, confidential counseling and support, as well as referrals to medical and legal advocacy.

Speech to Speech: 1-877-526-6690

Relay services for the hard of hearing, deaf, and those with speech disabilities.

Iowa Statewide Poison Control Center: 800-222-1222 or

www.iowapoison.org

TEEN Line: 800-443-8336 or www.extension.iastate.edu/teenline/

TEEN Line is not a crisis or hotline but is a free, confidential line that provides personal and health-related information and referrals on topics such as:

- Health
- Eating/Weight
- Relations with Parents or Friends
- Violence
- AIDS/HIV
- Alcohol or Drug Use
- Sexual Relationships
- Birth Control/Pregnancy
- Stress

The Youth Law Hotline: 800-728-1172

The Youth Law Center provides the Youth Law Hotline 8 am to 4:30 pm Monday through Friday. Anyone living in Iowa who is under the age of 18 can call the hotline to get free legal advice and information regarding issues affecting youth rights and responsibilities.

Professionals who work with youth can also call for legal advice about issues relating to youth. The most frequently asked questions pertain to the following areas:

- Emancipation
- Custody/Guardianship
- Abuse and Neglect
- Pregnancy/Reproductive Rights
- Runaway/Homeless
- School
- Delinquency
- School problems

CASA Program: Advocate Policy and Procedures

Each Advocate will receive a copy of the CASA Advocate Policies and Procedures manual. This manual contains the policies that govern the work you do as Advocates.



Program Overview	Section 1 provides an overview of the Iowa CASA Program to include the mission, purpose and governance of the program. State and National Affiliations are also outlined.
Ethical Conduct	Section 2 provides policies for conduct, confidentiality and the Advocate's knowledge and understanding of the system, dynamics of abuse and neglect and a child's inherent right to grow up with dignity in a safe environment that meets the child's best interest.
Professional Conduct	<p>Section 3 covers many elements Advocates need to be aware of:</p> <ol style="list-style-type: none"> 1. Advocates do not directly give money, gifts, or items to a CASA child or family. 2. Advocates do not provide direct services. 3. The Iowa CASA Program does not encourage transportation by Advocates. If an Advocate chooses to transport a child they must complete all the steps as outlined by the Transportation Policy to include successfully passing a background check, having insurance coverage that meets or exceeds the state minimum requirement, valid driver's license and written permission of the local Coordinator and the child's custodian, legal guardian or custodial agency. 4. Advocates are strictly prohibited from commenting on any case to the media or legislators. 5. Advocates must comply with the ICAB social media policy on page 17 of the manual. 6. Conflict of interest, communication, confidentiality, duty to disclose and state liability policies are also outlined in this section.

CASA Program: Advocate Policy and Procedures

CASA Case Assignment	<p>Section 4 addresses the Advocate Roles and Responsibilities and Case Record Management. Areas of significance include:</p> <ol style="list-style-type: none"> 1. Working with a CASA Coach or Coordinator 2. Meeting with the child in-person at least once every 30 days 3. Gathering information, attending meetings and being present for court hearings; continued monitoring 4. Writing reports for every court hearing 5. Completing reporting/tracking requirements 6. Appropriate handling and storage of confidential case file documents; returning materials when a case closes.
CASA Management	<p>Section 5 covers the expectations of the Advocate during his/her involvement with the CASA Program.</p> <ol style="list-style-type: none"> 1. Ongoing training is 12 hours per calendar year 2. Completion of a Monthly Advocate Report 3. Access to portions of the office file for the Advocate 4. Release of CASA from a case appointment 5. Complaints and Grievances 6. Completing case progress reviews at 6 months and annually thereafter 7. Grounds for Dismissal from the CASA Program 8. Leave of absences and resignation policies
Social Media Policy	<p>The ICAB Social Media Policy outlines specific information regarding the use of social networking. Confidentiality and secure use of social media sites is provided in the policy.</p>
Letter of Acknowledgement	<p>Participants must sign the Letter of Acknowledgement located on the final page of the P&P Manual.</p> <p>Participants should discuss any additional policy or procedure questions with his/her local Coordinator.</p>

Review Handout: Security Awareness Training

Purpose

The Iowa Child Advocacy Board's CASA and FCRB programs handle a great deal of confidential information and its volunteers are given access to that information, electronically or in hard copy. It is critical that all volunteers understand the responsibility that comes with having access to confidential information and the significance of protecting that information at all times. Your understanding and following of our data security policies is key to securing our sensitive information and our organization.

Key Elements to understand

- Data protection
- Email use
- Internet use
- Social Engineering
- Data retention
- Data disposal
- Incident reporting
- Wi-Fi
- Working remotely
- Mobile device and removable media security
- Encryption
- Passwords
- Physical security
- Social networks
- Protecting your personal computer
- Personally identifiable information (PII)
- Cloud computing

Motivational Analysis

Choose the response in each question which most closely fits your own motivations.

1. _____ a. When doing a job, I seek feedback.
 _____ b. I prefer to work alone and am eager to be my own boss.
 _____ c. I seem to be uncomfortable when forced to work alone.
2. _____ a. I go out of my way to make friends with new people.
 _____ b. I enjoy a good argument.
 _____ c. After starting a task, I am not comfortable until it is completed.
3. _____ a. Status symbols are important to me.
 _____ b. I am always getting involved in group projects.
 _____ c. I work better when there is a deadline.
4. _____ a. I work best when there is some challenge involved.
 _____ b. I would rather give orders than take them.
 _____ c. I am sensitive to others – especially when they are mad.
5. _____ a. I am eager to be my own boss.
 _____ b. I accept responsibility eagerly.
 _____ c. I try to get personally involved with my superiors.
6. _____ a. I am uncomfortable when forced to work alone.
 _____ b. I prefer to be my own boss, even when others feel a joint effort is required.
 _____ c. When given responsibility, I set measurable standards of high performance.
7. _____ a. I am very concerned about my reputation or position.
 _____ b. I have a desire to out-perform others.
 _____ c. I am concerned with being liked and accepted.
8. _____ a. I enjoy and seek warm, friendly relationships.
 _____ b. I attempt complete involvement in a project.
 _____ c. I want my ideas to predominate.
9. _____ a. I desire unique accomplishments.
 _____ b. It concerns me when I am being separated from others.
 _____ c. I have a need and desire to influence others.
10. _____ a. I think about consoling and helping others.
 _____ b. I am verbally fluent.
 _____ c. I am restless and innovative.
11. _____ a. I set goals and think about how to attain them.
 _____ b. I think about ways to change people.
 _____ c. I think a lot about my feelings and the feelings of others.

Motivational Analysis

1.
 - a. Achievement
 - b. Power
 - c. Affiliation
2.
 - a. Affiliation
 - b. Power
 - c. Achievement
3.
 - a. Power
 - b. Affiliation
 - c. Achievement
4.
 - a. Achievement
 - b. Power
 - c. Affiliation
5.
 - a. Power
 - b. Achievement
 - c. Affiliation
6.
 - a. Affiliation
 - b. Power
 - c. Achievement
7.
 - a. Power
 - b. Achievement
 - c. Affiliation
8.
 - a. Affiliation
 - b. Achievement
 - c. Power
9.
 - a. Achievement
 - b. Affiliation
 - c. Power
10.
 - a. Affiliation
 - b. Power
 - c. Achievement
11.
 - a. Achievement
 - b. Power
 - c. Affiliation

ACHIEVEMENT

POWER/INFLUENCE

AFFILIATION

Understanding Motivational Analysis

In 1968, Harvard professors, McClelland & Atkinson, identified **three primary needs** that we attempt to fulfill *through work*: The **Need for Achievement**; the **Need for Power or Influence**; and the **Need for Affiliation**.

Although most individuals have a mix of all three types, one need tends to be predominant for each individual, and we generally try to satisfy the need that is strongest in any given situation. For example, I may volunteer for an organization because I believe passionately in the cause and I have a need to feel a sense of belonging and affiliation with others who share that belief. The need I am hoping to satisfy in this situation may be very different from the need I feel when working on a political campaign or serving on a fundraising committee. In those situations, I may have a stronger need to make something happen or to bring about change.

FOR ACHIEVEMENT

Desire for excellence
Want to do a good job
Need a sense of accomplishment
Want to Advance
Desire Feedback

Calculated risk takers
Restless
Task-oriented
Like challenging work
Like to problem solve

THE NEED FOR POWER/INFLUENCE

Like to lead
Enjoy giving advice
Like influencing an important project
Concern for position and respect
Like to have their ideas carried out

Decision-makers
Charismatic
Create confidence in others
Verbally fluent and forceful
View themselves as capable

THE NEED FOR AFFILIATION

Like to be popular
Like to be well thought of
Enjoy and want interaction
Dislike being alone in work or play
Like to help others

Sensitive to others needs/wants
Support others to achieve goals
Talk about feelings
Desire harmony
Like frequent praise

Once we understand our personal motivational style related to work or volunteerism, and what is important to each of us, then we can make every effort to increase volunteer satisfaction and longevity within the Advocate's role.

Conclusion to video:
Remember my Story: Removed Part 2

Pre-Service Training Summary

Module 1 Personal Study (1 hour): Introduction

When we began, you learned what CASA is and how you fit into this advocacy role. You were introduced to the Myers family, who represent a similar case you may serve in the future.

Module 2 In-Person (4 hours): Child Advocacy Fundamentals

This session focused on the principles, concepts and responsibilities you need to know in order to advocate for the safety, well-being and permanency of children; pertinent child welfare laws; who the key parties are in a juvenile court case; how a child's case moves through the juvenile court process; and how to navigate the case file documents to gather information.

Module 3 Personal Study (4 hours): Exploring Concepts in Child Advocacy

Your study time was spent learning about what it means to be culturally competent; why this is so important for an Advocate to know; and understanding the factors affecting families and children, including the key stressors of poverty, substance abuse, mental illness, and domestic violence. You were challenged to consider what influences your own thinking and behavior.

Module 4 In-Person (First day of 2-day training): Practicing the CASA Role – Children and Communication

This session focused on the first steps to understanding a case. We discussed children's needs and the factors that influence development. We practiced the communication skills needed to successfully advocate for children.

Module 5 In-Person (Second day of 2-day training): Practicing the CASA Role – Diversity in Families

This module included activities that reinforced our understanding of topics such as valuing differences; using a strength-based lens; and the major factors that impact the lives of families. Additionally, we practiced gathering information as an Advocate.

Module 6 In-Person (6 hours): Putting it All Together

Finally, we concluded with many of the specific tasks an Advocate completes, such as: writing an effective court report; appearing in court; monitoring a case; and accessing electronic records. We practiced outlining a court report as preparation for one of your major tasks as an Advocate.

The Advocate

This is not about the comfort of compassion.

This is not about rescue, so as to feel good when the child lights up with a smile.

This is hard work, struggling with ripped families and children in clouds of pain, anger dancing around in their hearts in the turmoil of a world made crazy.

This is caring, yes, but also what is just, what should be demanded.

It takes love and a certain measure of courage.

And in the simple act of person helping person, it becomes extraordinary.

*Mercedes Lawry
Former Communications Director, National CASA*



Evaluation Module 6

Please complete this evaluation of the sixth pre-service training module. Did you learn what was intended? (6 is high and 1 is low)

Learning Outcomes	Ratings					
	6	5	4	3	2	1
1. Identify the characteristics of an effective court report						
2. Demonstrate how to appear in court						
3. List the steps for monitoring a case						
4. The content of this session was						
5. The notebook materials were						
6. The activities were						
7. The facilitator was						
8. Overall, I rate this session						

9. What was the most valuable to you?

10. Is there anything we could improve or do differently?

Name _____ Date _____

Thank you for your participation and feedback!

